Chapter 6: Management Development and Education

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▬ Introduction

High quality management development and education is recognized in the Washington Management Service (WMS) as an essential ingredient in ensuring professional managers who can lead delivery of services to the citizens of Washington State in the most efficient and effective manner possible.

The statute creating the WMS (RCW 41.06.500) calls for:

> *"...management training and career development programs that build critical management knowledge, skills, and abilities; focusing on managing and valuing diversity; empowering employees by enabling them to share in workplace decision making and to be innovative, willing to take risks, and able to accept and deal with change; promoting a workplace where the overall focus is on the recipient of the government services and how these services can be improved; and enhancing mobility and career advancement opportunities..."*

This chapter of the WMS Handbook offers information to assist with the planning and delivery of a quality management development and education program.

For further information and assistance, contact:

> Training and Development Services
> Department of Personnel
> 600 South Franklin
> P.O. Box 47530
> Olympia, WA 98504-7530
> (360) 664-1921

▰ Roles & Responsibilities for Management Development

Responsibilities for the provision of management development in the Washington Management Service are outlined in these guidelines and in WAC 356-56-400 through 356-56-420. Overall, management training should be a collaborative effort among the Department of Personnel, state agencies, and individual WMS employees. The general roles of these entities include:

Department of Personnel

■ Provision of a *core management program* to develop those skills essential and common to most Washington Management Service employees.

■ Provision of consultation, guides, and technical assistance to help agencies address the development needs of their managerial employees.

State Agencies

■ Identification of management training needs and affording WMS employees opportunities to address those needs.

■ In addition to overall management skills training, ensuring that managerial employees receive diversity training and education about the personnel system.

■ Establishing agency-internal policies concerning tuition reimbursement and educational leave.

Individual WMS Managerial Employees

■ Seeking out and fully participating in opportunities to further develop management knowledge, skills, and abilities.

To best provide the citizens of Washington State with continually improving services, all state employees need managers who can assist and support them to realize their full potential in a multicultural environment. To enhance their abilities, build their skills and maximize their opportunities for learning, all managers should engage in high quality training and developmental activities.

WMS Task Force on Management Training and Development (1993)

■■■ WMS Management Development

Training and Development Services seeks to enhance those knowledge, skills, and abilities (KSAs) that are considered essential for successful state government managers. The development and use of these critical KSAs are recognized in the WMS management development and education program, performance evaluation system, and guidelines for recruitment and selection. A complete listing of the critical KSAs is included in Chapter 1.

Training and Development Services offers a wide range of management development activities. Check our website at http://hr.dop.wa.gov/training for current schedules and course descriptions.

Key components of the management development program offered within each agency to its WMS employees should include:

■   Assessing individual management training needs and preparing an individual development plan to address those needs.

■   Facilitating opportunities to engage in needed management education– whether training be participation in the core track series and other courses, or non-classroom developmental activities such as special job assignments, videos, etc.

■   Coordinating management development workshops or other activities that impart knowledge or skills that may be unique expectations of the agency for all or most of its managers.

■■■ Training Needs Assessment and Development Plans

To help individual WMS employees become well-rounded managers and strong contributors to the organization, the agency should thoroughly assess each individual's skill development needs. An action plan or individual development plan should then be prepared to address those needs.

Needs Assessment

The critical first step in preparing the manager's development plan is to examine his/her strengths and weaknesses in relation to the job and the critical knowledge, skills, and abilities (KSAs) essential for successful management. Carefully assessing training needs not only helps the individual manager become more proficient, but also helps the agency to wisely target limited training resources.

There are several tools available to assist with the skills assessment process. Some of the more readily available are described on the following pages, including:

- State Manager Profile Study
- MDPP - Section 5, KSA Assessment
- META 360° - "Management Excellence Through Assessment"
- MBTI - Myers-Briggs Type Indicator
- Understanding People Through Strengths (Bi-Polar Inventory)

Development Plans

Once skill-improvement needs have been identified, training activities to address those needs should be determined. Preparation of an individual development plan is a key component of the Manager Development & Performance Plan (MDPP) discussed in Chapter 7 of this handbook and is also an important element of the META 360° needs assessment tool discussed on page 6-8.

The elements included in a manager's development plan will depend on the individual manager's needs, but may include agency internal training, courses offered through the Department of Personnel, seminars and other training offered by professional organizations or other sources, non-classroom developmental opportunities, tuition reimbursement, and/or educational leave.

Alternatives to classroom training are discussed briefly on page 6-10. Tips on developing tuition reimbursement and educational leave policies are presented on page 6-11. At the end of this chapter is a guide to setting up an agency mentoring program.

■ Management Development Needs Assessment Tools

The following instruments can be used individually or in combination to help assess the management development needs of individual managers. For more information on the use, availability, and cost of these tools, contact the Department of Personnel, Human Resource Development Division at (360) 586-6748.

Management & Leadership Practices:
A Researched Profile of the Excellent State Manager

This tool is a one-page listing of 47 exemplary management practices common to outstanding managers in Washington State government service. The list is a result of in-depth interviews (conducted in 1990) with over 120 "excellent" managers, their direct reports, and their supervisors. It is very useful as a guide to help evaluate performance, determine training needs, and aid in selection interviews. A copy of the *Management & Leadership Practices* list is shown on page 6-9.

Management Development & Performance Plan (MDPP) - Section 5

The MDPP is the performance appraisal system developed specifically to evaluate the performance of state government managers. Section 5 (entitled KSA Assessment) of the MDPP contains a detailed list of those knowledge, skills, and abilities considered critical to effective management performance. Informally, it can be used as a separate form or work sheet to help ascertain management strengths and weaknesses. The MDPP is described in Chapter 7 of this handbook.

Management Excellence Through Assessment - META 360°:
A Personal & Organizational Communication Improvement Strategy

META 360° is a comprehensive skill assessment tool useful for determining the managerial employee's strengths and development needs in his/her current position. It is a "complete perspective" assessment tool in that the managerial employee, his/her supervisor, peers, and direct reports provide feedback on 74 management practices specific to public service endeavors.

It is an excellent tool for managers to use in developing short and long term development plans. It will also facilitate useful communication between managers and their supervisors and staff members. Agency directors will find it an excellent tool for targeting management development resources since results may be rolled up to indicate agency-wide development and education needs. Please refer to page 6-8 for further information about the META 360°.

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Myers-Briggs Type Indicator - MBTI

The MBTI is primarily concerned with discerning the valuable differences in people. It is based on Jung's theory of psychological types and indicates basic preferences all people have. Four scales show where people prefer to focus their attention, to take in information, to make decisions, and their orientation to the outside world. It is an excellent tool for team-building efforts, understanding and valuing diversity, and enhancing communication among organization and team members.

Understanding People Through Strengths (Bi-Polar Inventory)

This tool is an inventory that discovers core patterns of personality. The Bi-Polar concept is that all people have a creative core which comes from the interaction of two polar (opposite) strengths–strengths that are positive in themselves. Personal understanding of the four fundamental forces at work in employees' lives (patterns of core strengths, innate capacities, environment, and personal choices) supports clear communication, constructive relationships, and more effective learning and training experiences. It is an excellent team-building aide, also useful in diversity classes and career planning workshops.

META 360°

Management Excellence Through Assessment (META 360°)

META 360° is a management needs assessment tool that offers "complete perspective" feedback on a manager's job performance. It is often difficult to see the whole effect that one has on other people and the work flow. The supervisor sees a piece, peers see a piece, and staff members see a piece. To get a complete picture of one's performance, information is needed from all sources. By standing in the middle, the managerial employee has information all around–a 360° viewpoint.

META 360° is a survey that obtains ratings from the manager being assessed, the supervisor, peers, and direct reports on 74 management and leadership practices. The ratings provide two basic types of information: (1) to what degree each of the 74 management practices or behaviors are perceived to be important to the manager's job; and, (2) the perceived degree of skill demonstrated for each of those management practices.

The results are rolled up into competency categories and displayed graphically. This allows the manager to clearly see where his/her strengths and weaknesses are, especially in relation to those management practices deemed essential to the job.

Benefits of the META 360° for the individual manager:

■   Serves as a guide for professional growth.

■   Provides a check point for career planning.

■   Reduces training and development blind spots.

■   Provides multiple perspectives on one's management strengths and weaknesses.

■   Highlights competencies and practices considered important in the present job.

■   Provides a common language for discussing one's job and professional development with others.

Benefits of the META 360° for the agency:

■   Provides an ideal supplement to the MDPP (performance evaluation system) to assist with preparing individual development plans.

■   Results for all managers within the agency can be rolled up to provide summary information on agency training needs.

■   Helps the agency target limited training resources to those skill areas most in need of development.

For more information on the META 360° call the Department of Personnel, Training and Development Services at (360) 664-1921.

▬ Management & Leadership Practices:

A Researched Profile of the Excellent State Manager

(See page 6-6 for more information on this assessment tool.)

Working With Stakeholders

1. You identify stakeholders and ascertain their needs.
2. You build and cultivate personal networks.
3. You demonstrate a practical understanding of the political process.
4. You establish personal credibility, and tell the truth.
5. You work and negotiate with others without arousing hostility.
6. You foster a team approach when working with other entities, readily assuming the role of liaison or intermediary.

Visioning

7. You are proactive, and look to the future when thinking and planning.
8. You have clear goals and articulate them.
9. You identify issues that require dedication of resources.
10. You approach your work "holistically." You maintain a "big picture view."

Leading and Influencing

11. You promote, support, and build on diversity in the workplace.
12. You set clear expectations of others.
13. You provide direction which promotes a cooperative work environment that fosters individual ownership of the work effort.
14. You get others to participate, gaining their support for the work effort, assuring their buy-in.
15. You demonstrate self confidence and exhibit a "can-do" attitude, treating problems as opportunities, while modeling personal excellence.
16. You delegate responsibilities for tasks as well as the associated authority.
17. You identify what motivates others, act on it by providing training and learning opportunities.
18. You actively pursue self-development.
19. You act decisively and explain your rationale when overcoming opposition.
20. You select the right people for the job.
21. You practice active listening.
22. You are visible, approachable and interact with others on a regular basis, fostering an open door policy.
23. You keep others informed by sharing information and providing feedback.
24. You have fun and display a good sense of humor.

Planning and Organizing

25.   You assess needs before defining what is to be done, evaluate alternatives, identify priorities and divide them into manageable portions.
26.   You help create measurements to track success, follow through and meet commitments.
27.   You are organized, thorough, logical, detailed and analytical.
28.   You demonstrate understanding of the state budgetary process.
29.   You write clearly and concisely.

Adapting

30.   You are flexible, open to change, creative and not bound by tradition.
31.   You take risks and learn from your mistakes.
32.   You understand the system and work through it effectively.
33.   You draw on prior experience, apply common sense, using good judgment.
34.   You capitalize on your strengths and minimize your weaknesses, using whatever energy it takes to get the job done.
35.   You translate complex issues and information into common language.

Supporting Others

Individuals:

36.   You recognize that employees are the most valuable assets in state government and treat them accordingly.
37.   You establish relationships based on trust and mutual respect, treating others fairly and equitably.
38.   You promote individual approaches to tasks, giving credit where credit is due.
39.   You allow for human error, creating an environment that promotes risk taking.
40.   You demonstrate appreciation and value for individual needs and diversity.
41.   You provide others with what it takes to get the job done, recognizing limitations of resources when managing the workload.

Team:

42.   You work collaboratively and cooperatively, facilitating the team approach to problem solving.
43.   You solicit the input of others.
44.   You match the skills of others to task and their interest.
45.   You demonstrate trust and support for the decisions of others.
46.   You recognize the successes of others and celebrate them.
47.   You are willing to pitch in and help others.

■ Alternatives and Supplements to Classroom Training

Formal classroom training is not the only–or necessarily the best–means for meeting all of a manager's developmental needs. In addition to (or as an alternative to) course work, there are several non-classroom types of developmental activities in which an individual manager might engage to enhance his/her skills. Examples include:

- Training and Development Services offers a full range of management development courses through its eLearning Network. Convenient and flexible, with over 1,000 course offerings, elearning can be a useful alternative to classroom training.

- A pool of top notch instructors, consultants, and coaches are available to assist with a full range of leadership development options. Contact Bev Tafoya at (360) 664-1947 for more information.

- Reading appropriate journal articles and books. (Public libraries and universities are an excellent, inexpensive source.)

- Coaching, mentoring, or related assignments. (A guide to assist agencies in setting up a mentoring program is included at the end of this chapter.)

- Watching/listening to video and audio tapes.

- Developmental job assignments (e.g., special projects, rotational assignments, job exchanges, task force participation, attendance at meetings outside primary responsibility area)

- Volunteer activities (e.g., agency committees, community organizations)

- Networking in professional organizations

▬ Tuition Reimbursement and Educational Leave

WAC 356-56-410 instructs each agency to establish policies governing tuition reimbursement and educational leave for WMS managers. These policies will help when dealing with those who may wish to participate in credit courses at a college or university while on the job or who may request time off to pursue educational endeavors.

The following points should be considered when preparing these policies:

1. Become familiar with the provisions of WAC 356-39-100 (130) which contains the tuition reimbursement policy for employees in the Washington General Service. This same policy could be adopted for managers.

2. What are the pros and cons of having different tuition reimbursement and educational leave policies for managers and for non-management staff?

3. Should tuition reimbursement be available only for those skill enhancements that pertain to specific job-related skills? Or, will reimbursement be available for an employee to work toward a degree, even if some classes don't help with their current assignment?

4. Is it important to have consistency in the agency about tuition reimbursement? Does there need to be a philosophy about tuition reimbursement, as well as processes to follow so that each decision maker will be consistent?

5. Is there adequate funding to allow a consistent policy about tuition reimbursement; or, will requests be handled on a first-come, first-serve basis?

6. What will be the agency policy about attending courses during work hours?

7. Will reimbursement and/or leave be available for seminars or courses that do not lead to degrees?

8. What will be the policy regarding the length of time allowed for educational leave?

9. Will any plans or documentation be needed for educational leave?

10. Should tuition reimbursement or leave be part of a recognition program - for excellent performance?

11. Will tuition reimbursement funds be prioritized for a hierarchy of needs: immediate skills? Completion of undergraduate degrees? Completion of graduate degrees?